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Columbia College Chicago

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New Expression

A magazine by Chicago teens for Chicago teens.

Vol. 2 No. 3

March, 1978



Art by Augustin Meza

Inside:

Unsafe schools

More college financial aid

The female pusher

New Expression

Managing Editor, Kathi Isserman, Niles East.
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Cover Art:

The Russian flu stormed through Chicago in February. Augustin Meza of Whitney Young illustrated what many teens have been doing these past few weeks—recovering in bed.

Backtrack...

by Kathi Isserman

Protestor loses editorship

In December I reported on the Calumet seniors' walk-out. At that time Paul Wiltz, editor-in-chief of the school paper, was suspended as editor for one issue because he participated in the walk-out.

Last month Wiltz was removed from the paper for the remainder of the year with no reason given. He also was suspended from school for five days for attempting to "cut" a class.

According to Wiltz, the tardy bell had rung when he was about nine feet from the

class. "Dr. Wyrick then yelled down the hall at me and a friend to go to the discipline room. We didn't even get a chance to go to class," he said.

Wiltz said that if a student "cuts" three times, he is suspended. This was his first "cut."

After he was suspended, his father went to school to look at his records. The record says that Wiltz had "incited a riot"—meaning the walk-out. However, when Dr. Wyrick was interviewed in December, he said there was no riot.



Teens drink!

In our last issue Frank Burgos interviewed a teen alcoholic.

A new survey taken by the National Institute on Alcohol Abuse and Alcoholism reveals that 58 per cent of high school students drink, and 42 per cent drink to "get drunk." Another result reported in the survey indicates that heavy drinking over a long period of time can shorten one's life by 10 to 12 years.

The survey also reported that teens who average A or B grades drink more than those with C or D averages. So it seems low grades aren't causing alcohol abuse.

If you need more information on alcohol abuse or need help, call Ala-Teen (778-3222). You can write to the National Council on Alcoholism, Inc., 733 Third Ave., NY 10017.



'Winter Fun'

In the February issue of New Expression we ran a Winter Word Find Contest. The winner with 27 items out of 30 was Elliot Brown, a Lane Tech student. Second place went to Sam Wahbeh, a student at Amundsen, with 26 out of 30, and in third place Laurie Farmer, a student at Westinghouse with 25 out of 30.

Protestors claim honors

In the November and December "Backtracks" I reported on the closing and reopening of South Shore's photography lab.

Their program, considered one of the best in the city, has produced 17 National Scholastic photography winners, which is more than any other school entered in the contest.

The winners of the contest are Leonard Thompson, Eric Kirk, Leon Carver, Preston Simms, David Brown, Anthony Quirls, William Black, Florence Pennington, Leslie Ashford and Robert Barnes. Congratulations South Shore photography students—especially for keeping the program alive by fighting for it.



More athletes suspended

New Expression carried an editorial in its last issue which stressed the importance of athletes knowing why rules are made and having a chance to discuss the rules with each other and the coach.

Last month six basketball players at Irving Crown high school were suspended for drinking. According to an article in **Suburban Week**, coaches and administrators are concerned about the "recent rash of training-rules violations." They're "confused and worried" because they can't find a solution.

Many schools have parents

and athletes sign letters stating training rules, but this hasn't helped.

Several suburban high schools were surveyed to learn procedures of discipline. Some schools suspend the players from the team after breaking the rules once, but are more severe after that. Other schools deal with each case individually.

In our editorial we stressed the importance of athletes knowing why the rules were made. It's also important for them to know how they will be disciplined.

Letters to the Editor

More about YESS

In your article on the YESS convention in January, you quoted Jeff Lyon as saying, "I doubt that the petition was written by teens. The wording sounded as though an adult

was involved."

There are a few moments, events in the lives of each of us, when we are a part of TRUTH. We see the accident, hear the insult, are touched by the blow. I was sponsor of the YESS delegation from Lane.

Ann Galperin came into my room with the petition for Mr. Lyon. The students had been very upset with Mr. Lyon's very negative story. Ann's letter to Jeff Lyon followed a phone call in which a flip of the coin gave her the job of

talking to Mr. Lyon on the phone.

Her petition sounded very good to me. I did not change one word. We were invited into the hotel-office of Cecil Partee and the people around him, and Mr. Partee liked the letter and did not change any of it. They did run it off, and it was distributed to all the people the next day at the final lunch.

Well. It was a sad story in the **New Expression**. I really was in the background and had no part to play. But I was very deeply impressed with the youth-leadership at the convention. The students felt they were experiencing something special. We adult sponsors did not participate in the workshops just so the students could have their own say. I was really amazed at the maturity, the eloquence, and some electrifying moments when the students summed up some of their conclusions.

The powerless Teens. Yes. Even in a **For Teen** paper the teens pull down the effort of the teens and diminish their work, and, consequently, their power. I saw teens step into the sun. Even momen-

arily, it was a happy sigh

Yvonne Child

Editor's Note: In the YESS news story Eric Bradshaw reported on what Jeff Lyon said to him as well as what Anne Galperin told him. Bradshaw was not editorializing. We "did not pull down the efforts of the teens. Facts were reported. Conference Director Evelyn Zieson admitted in the December article that the goal of the conference to form leadership cores was not met.

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Senate says, 'More money for college

by Adorn Lewis

In the December issue of **New Expression** we asked the question, "Can you afford college?" Now it seems that everyone in Washington is thinking along the same lines.

Six proposals are being introduced to Congress to help carry some of the financial burdens of college-bound students and their families.

Now that all of the proposals have been revealed, the question is, which bill will Congress approve. President Carter commented, "Congress must choose...This nation cannot afford, and I will not accept, both."

One of the proposals is a "tuition tax credit" bill which was introduced by New York Democrat Daniel Patrick Moynihan and Oregon Republican Bob Packwood. This bill, if passed, would enable parents who have college students to subtract \$500 from their taxes for each son or daughter in college.

The bill has three drawbacks (1) it gives the same breaks to the very rich as to the poor; (2) it takes money away from current government college aid programs, such as the BEOG; (3) it might be in violation of the Constitution by supporting schools affiliated with religion or church.

President Carter doesn't like the Moynihan-Packwood bill because of these drawbacks. Last month he introduced his Middle Income

Student Assistance Act as a substitute. Unlike the "tuition tax credit," his proposal would increase the amount of money given to government financial aid programs that already exist.

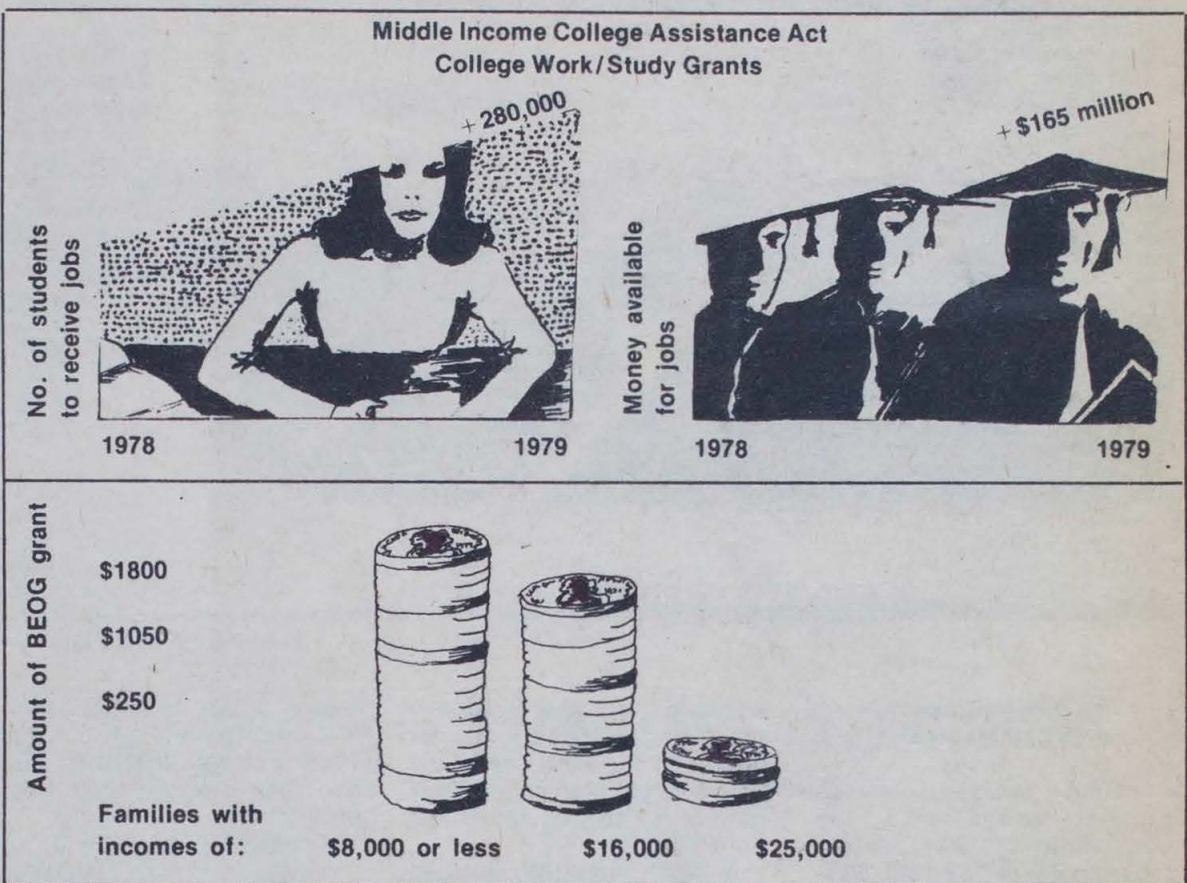
Under this bill, the BEOG (Basic Education Opportunity Grant) would guarantee a \$250 grant each year to college students whose families have annual incomes of \$16,000 to \$25,000. Students whose families have incomes of \$8,000 to \$16,000 would be eligible for an average grant of \$1,050 instead of \$850, which is their present eligibility. And for students whose family incomes are \$8,000 or lower, the grants have been increased from \$1,600 to \$1,800.

Carter would also add to the College Work Study Program by increasing job money by \$165 million. This increase in funds will open the door for 280,000 new students to get jobs. This would apply to students whose families incomes are more than \$16,000.

The Carter proposal would also change the Guaranteed Student Loan. Under the current program, families with incomes of \$30,000 or less are eligible for loans. Carter's program would extend the maximum family income to \$45,000.

Illinois Senator Percy is in favor of the Moynihan-Packwood tax credit proposal. Senator Stevenson has no position on either proposal.

The tax credit plan is winning the senate battle right



Art by Jacki Ryan

now. The Finance Committee approved the bill on Feb. 24.

Many parents and religion groups are putting pressure on Congress to pass the tax credit plan. If it were passed, it would provide government aid for parents of students who attend both private elementary and high schools. President Carter will try to see that this bill is defeated when it goes to the Senate.

If one of these proposals is passed, it will not go into effect until the 1979-80 school

year. Most high school students interviewed were in favor of Carter's Middle Income Assistance Plan.

Catharine Lara, a junior at St. Joseph's, said that this would give her more money for a BEOG Grant and a student loan. Deborah King, a junior at Aquinas, will be attending college at the same time as her sister. "So the Carter plan will enable my mother to make it for both of us," she said. "I also like this bill because it is a sure

guarantee for money. You don't have to wait until taxes are returned."

Though the majority of students questioned did respond more favorably to Carter's proposal, Quentin Carter, a senior at Whitney Young, favors the Moynihan-Packwood bill. "I think my parents would be willing to help me pay the rest of my college tuition that isn't taken care of by my job if they knew that they would get some tax relief," he explained.

CPEP believes

'Schools should be reasonable places'

by Enid N. Vazquez

Rules are made to be broken, so the saying goes. But high school students in the Chicago public school system know better. If students tangle with school rules, they could be asking for trouble.

Students get into "trouble" in the washrooms, in the halls, in the lunchrooms, outside the school building. The prevailing notion is that students can do nothing about it but suffer.

Because most students don't know their rights and feel helpless, the American Friends established the Chicago Public Education Project.

The staff of CPEP gets calls for help from parents, students and sometimes teachers. They get quite a few calls from Operation PUSH, as well. Sometimes the caller just wants to ask a question.

Last month, one girl called to ask how her grade should be affected by missing a test. Her teacher wouldn't let her take the test when she returned to school. Judy Gottsegen, the coordinator for CPEP, told her that according to Chicago Board of Education rules, students are to be graded on actual performance. Therefore, missed tests are not to be counted against them. (This does not give students the right to miss every test and still pass, or to pass a class even though they were only there half the time.)

The first case that CPEP handled when it started in Jan., 1977, was a suspension case. A student was suspended for talking in the school library. Judy and the student's mother had a conference with the principal. He said he suspended the student because he wanted the student's mother to come to school.

In another case, a student was suspended for swearing at a friend. He was walking down the hall between classes when it happened. A teacher overheard him and had him suspended.

In a grammar school, a teacher told a boy she would suspend him for combing his hair in class. He replied that he didn't think she could do it, and she did. At a conference that CPEP arranged, the teacher explained that she could not stand the sight of the kid's greasy hair.

It usually takes a few hours to do, but Judy and the other staff members, Richard Ware and Francine Palmer, can usually get a principal to see how unfair the suspension is and change the decision.

Judy says that getting the student back in school and having the suspension removed from his record are CPEP's primary concerns in handling suspension cases. They have succeeded in almost every case.

And now the CPEP staff wants students to succeed on their own. They have advocacy training workshops at their

offices every other Saturday. The workshops are designed to teach students their rights. With training the students may become advocates themselves.

Deneterius Bey, a junior at Lindblom, is now a trained student advocate. During training she found out about citizen cards. A teacher may file a citizen card on a student. In effect, explained Deneterius, the card says

"Beware of this student."

Deneterius didn't believe that her school could have such a card, but when she asked her vice-principal about them, he showed her one.

New Expression managing editor, Kathi Isserman, also was a trainee, and is now an advocate. As a student advocate, she will make presentations concerning freedom of speech and freedom of the press in the

next series of workshops. She will be speaking not only of the laws concerning student rights, but also from her experience as managing editor for **New Expression**.

Donna Rielly of the Northwestern Legal Clinic is the coordinator of the workshops. The next workshop runs April 5, 12, and 19 from 4 to 6 p.m.

A student advocate from the south side recently learned about his right to examine his school records. He found in his records a xerox copy of a book cover. He had written "fuck you" on the book cover when he was in elementary school. He demanded that the xerox be removed, and it was.

Students under 18 may see their records if they have their parents permission or are in the military service or have graduated from high school.

Judy feels that "Schools should be reasonable places and they should try to help you."

"One of the things that schools should be doing," she explained, "is distributing student handbooks at the beginning of the school years. The handbooks should explain the school rules and the consequences of breaking those rules."

As an advocacy service, CPEP will help students learn their rights and speak on behalf of students. And they will train students to become advocates. That's what CPEP is all about. Call 427-2533 if you need help.

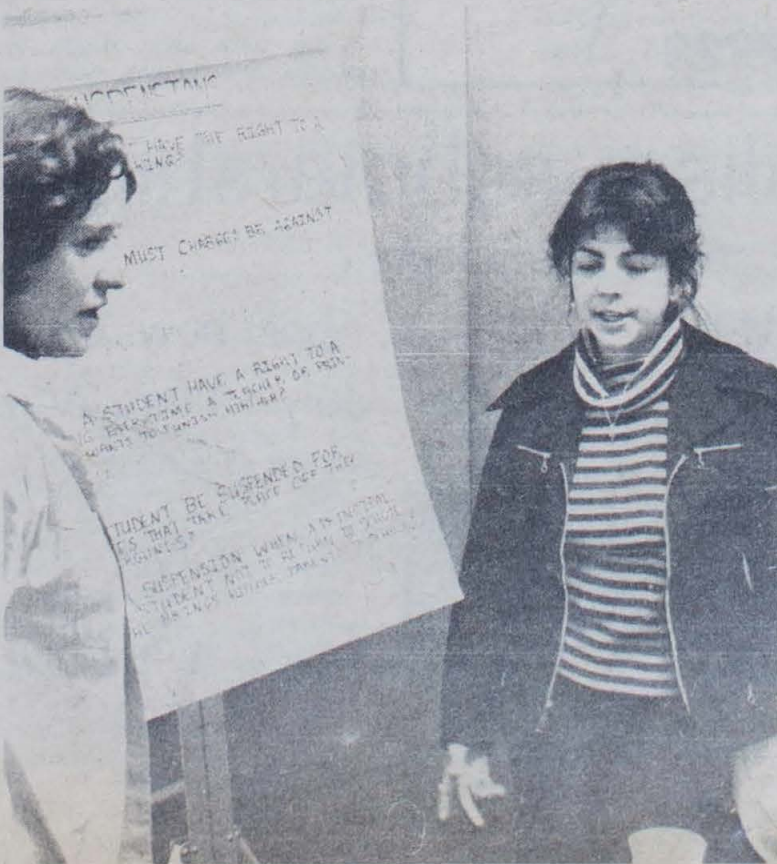


Photo by Gregory Anderson



Photo by Nona Paramore

by Denise Bronson
with Kathi Isserman

Young women started pushing drugs with the beginning of the protest movements of the mid 60's. Since then the number of female pushers has steadily increased.

Young women seem to sell drugs for the same reasons that men do, for the money or to support a habit. Today 12- and 13-year-old girls are on the streets of Chicago and the suburbs selling drugs.

Karen and Sonya are 14-year-old pushers from the north side with an early drug history. At 12, they started

smoking pot, and gradually they began trying harder drugs. By the time Karen and Sonya began high school they both had tried pot, speed and tic (PCP).

In high school they decided to sell drugs to friends for a small profit. "I got some of my friends to try smoking pot or taking a little speed," Karen said. "Sonya and I get what they need, and we make a little money off of it."

They get the drugs from Karen's boyfriend, but they don't know where he gets his supplies.

Both Karen and Sonya are fully aware of what could happen if they are caught

selling drugs, but they don't feel that they will get busted. They both feel that their age and their sex are their best protection.

According to Lt. John Hinchey of the Narcotics Division of the Chicago Police Department, too many girls think they can carry weapons and the "stash" (drugs) for the group and not be searched, but policewomen in undercover narcotics work are increasing.

Another Chicago-area female pusher is a junior at a private school. Mia is from an upper-middle class family. She has never taken any kind of drugs, but she sells them. Mia is well informed on the effects of drugs so she is scared to try anything.

In one breath she announced that "Drugs are not to be played with and misused." But in the next breath she admits that "people get their thrills in different ways, and I help them out a little. If they overdose, it's their fault, not mine. They shouldn't be messing with the stuff anyway."

Mia gets drugs from people around her house. They tell her the going price, and she sells them for however much of a profit she wants to make. Right now, she explained, the quality of marijuana is not that good so it sells for \$30 an ounce, or \$3 a joint. Usually though, she buys it for \$50 an ounce and sells it for \$5 a joint.

Mia only sells drugs to people she knows because

Female pushers feel safe

'Only jerks get busted'

she is afraid of getting caught if too many people know she is selling.

The only reason Mia sells drugs is for money. Although she doesn't come from a poor family, she still wants things she can't afford to buy. In the last three years she estimates over two thousand dollars in profit. She feels the risk is worth it.

Other female pushers are risking themselves to help out friends. Joan, a 17 year-old high school graduate, has sold drugs for a profit only twice. But if a friend asks her for something, she tries to get it. Joan sells speed, pot and quaaludes but not much coke and tic (PCP). Her customers don't come from broken homes, and they're not poor.

She smokes pot herself, so her dealer sometimes gives her a couple of joints free. Every month she spends \$70 on pot.

The pot Joan sells is called Columbia Gold, selling for \$50 an ounce, but Joan buys it for \$40. She says she won't deal with anyone she doesn't know. However, she will act as a broker to bring a user and a dealer together.

Taryn is a serious user as well as a pusher. She's a typical example of a person selling drugs to support a habit. At 14, she has a very bad drug habit.

Taryn didn't know anyone at her school that used drugs so she spiced the food of people at her lunch table. When her friends became aware of what was happening, she got them to try various other drugs until

they were addicted. Then she charged them.

Neither Taryn nor Joan fear they will get arrested. Taryn has never come in contact with the police, and she isn't worried that she ever will.

Joan observed that "only stupid jerks get busted. The word is passed around if someone is a narc." Once someone she didn't know turned to her and whispered "narc".

Over five hundred "stupid jerks" are busted in Cook County each month. There has been a marked increase in young women being locked up for trafficking narcotics.

"Nationwide there's also an increase in women robbing stores, sticking up banks and stealing cars," Lt. Hinchey said. "The woman will carry the drugs and the weapons for the group. Women are continuing to grow as dealers and abusers."

"Women are paying the penalty too. They're getting murdered. I'm surprised there aren't more deaths," said Lt. Hinchey. "Narcotics is the dirtiest, roughest, toughest business in the world. It turns fine young ladies into prostitutes. They have to learn to solve their problems, but they're not going to solve it with mind-altering drugs."

Although young women feel they are less suspected, the number of arrests among them is increasing. In this world of equal rights, being a female is no longer an asset as far as pushers are concerned.

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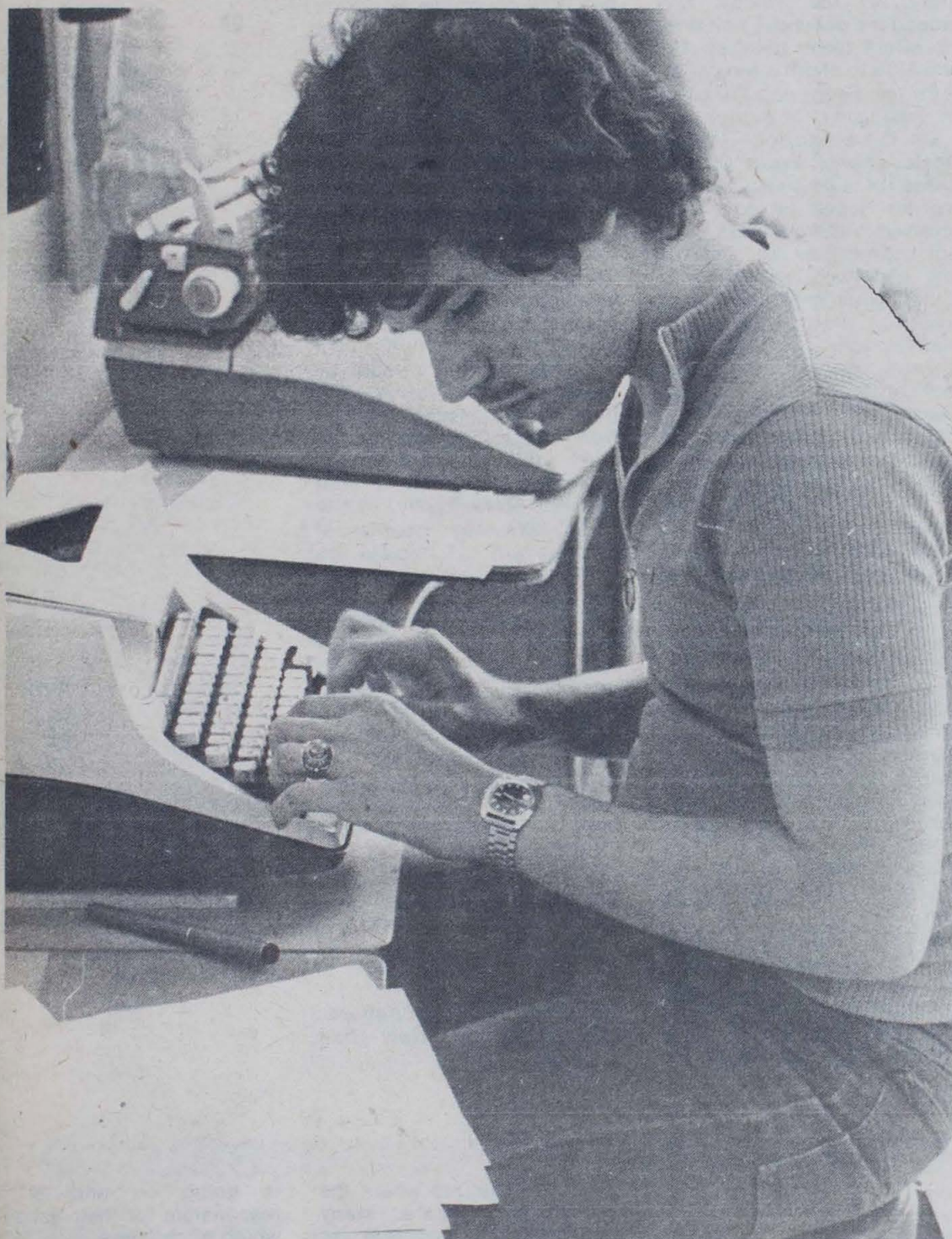
1. Come to the Youth Communication Center, 207 S. Wabash (8th floor) and pick up an application form.
2. Return the application before April 15, including a letter of recommendation, samples of your writing and a brief essay about your interest in journalism.

All students who apply for scholarships will be notified by June 1. For further information call 663-0543.

Journal 1977-78

New Expression

A magazine by Chicago teens for Chicago teens



*"...to try
what had
never been
done."*

by Frank Burgos

This issue celebrates the first anniversary of **NEW EXPRESSION**. A year ago I was struggling as a seventeen-year-old to make this paper a reality. Then I was the managing editor. Now I'm a college freshman, miles from Chicago, thinking back about those winter days when forty of us decided to try what had never been done.

Chicago was an ice cube. Every meeting day was below zero. "Will we hang in?" I kept thinking.

The adults who were supporting us had found the money to rent some office space. So in January we opened the Center with five typewriters, eight desks, three telephones and one very shaky coat rack. Now we were down to the real business of getting the paper started.

Who was going to run it? I have to confess that from the very start I wanted to be at the top. I was determined to get there.

To keep things fair, the editors were chosen by their teen associates through an interview process. My interview lasted forty-five minutes. It was grueling. These kids put me through role plays with imaginary reporters, editors and angry readers. When I got out of the room I was sweating.

The interviews went on. There were a lot of

positions to fill, and a lot more teens who wanted to fill them. By nightfall the decisions had been made. A girl from the interviewing team approached me, smiled (I can still see the braces), and said, "Congratulations, you're our managing editor."

But before I could bask in the warmth of that news, the place exploded with questions: When's our next meeting? When do we start writing? When do we come out?

That night in the kitchen I told my parents in Spanish what had happened, and they were very proud. It wasn't until I brushed my teeth that next morning that I began adjusting to the real message—"Work, buddy!"

There was a lot of work. Some of it fun. Like the time I had to call successful Chicagoans for my first story and found myself talking to Bob Greene, Studs Terkel and Andy Shaw. Or the time Melinda Jones conducted a mad chase to corner Renee Harris, star of "The Wiz," in her apartment. Or the time Mike Moore used a half dozen approaches from "innocent kid" to "tough professional" when he tried to get State's Attorney Bernard Carey to answer the charge of Percy Julian students that Carey had used Julian students to make political headlines.

Some of the work was not fun. In April, when we ran the special section on sex education, we

had to face letters and phone calls from angry adults who felt we had no right to print copy like that. In June we faced a serious lack of money and the possibility of closing down. That tension ended in a beautiful afternoon of shared joy when we were able to hustle the needed \$200 in advertising to keep going for one more issue.

One day an angry teenager stormed into the office to tell off anyone he could find about our story on Dunbar's work-study program at the Holiday Inn. Before anyone could get a name or refer him to a writer, he stormed out. At least we knew we had readers!

Naturally, some of the times were very funny. One day we went to Carson's advertising department and were sent to the community affairs director because we were considered a charity rather than a legitimate place for advertising. The director was a polished, soft spoken man with gray hair who showed no interest in us or **New Expression**. But as he pushed us out the door, he raised his fist and shouted, "More power to you!"

Now I look back on moments like that one and see that I did learn about power...and about respect...and about a profession that I now know I will pursue.

"I was nervous because I knew I had opened up a hole wide enough for anyone to trace"

Teen porn

by Johnny Vaughn

I proposed this story because I wanted to hit the subject of kid pornography harder than the daily newspapers had. I knew about porn activity in my own neighborhood that the newspapers had failed to investigate.

I knew I needed hard facts that would be difficult to get. I went to the park where I knew a guy who knows about all kinds of operations from breaking into a house to knocking off a street punk. I had to pay him for the kind of information I wanted.

When I actually showed up at the pornography operation, I was scared, but I didn't show it on my face. After the story was printed, I was nervous again because I knew I had opened up a hole wide enough for anyone to trace.

In August, Bernie Judge, City Editor of the Chicago Tribune congratulated me on my story and told me how long his own reporters had been working on it with no success. At that moment, I knew the risks had produced a good piece of journalism.

by Johnny Vaughn with Carlos Lewis, Forest Cowley and Ray Barron

Teens are now into the big money of producing pornographic films.

On West Oak Street five teens are working with a young adult named TJ to film, edit and sell underground porno films. TJ's films are being shown to teen audiences throughout the city. I viewed two films at 47th and California for a \$2 admission fee.

In order to locate a film showing I had to pay a tipster \$5. I needed the tipster's name to get past the tall, albino-looking youth who guarded the door of this two-story residence. He accepted my contact and walked me down a short corridor to their minitheatre.

A girl and three other dudes were sitting on folding chairs in this living-room-sized theatre set up for an audience of ten. I waited in the dark for three minutes for the first feature, "Play Pen." The eight-minute film shows a two-year old girl being molested by an old man. A second projector was set up with the second feature, called "No Title," about a four-year-old who is raped by a gang and grows up to join that gang. This plot lasted about twelve minutes.

TJ explained to me that he

finds teens for his filmmaking group in the streets and around the parks and schools. He offers teens between \$25 and \$175 to shoot a film. "I do it for the money and the point of making it," he said.

On the Southside Timothy Doyle shoots Super 8 and poses for nude shots. He told me he hopes to get more involved in the business. "I've got connections all over the city and make more money doing my underground type of filming than working a summer job."

Teen women are also making the porno film scene. Marcia, a filmmaker at South Shore high school told me about her experiences with a stag film. "I got involved in it at school," she said. "We were filming a movie that could have won a hundred dollar prize... or at least third place."

"The film included a nude scene of me. The school wouldn't allow us to submit it in a contest." Three months later Marcia found out that the film was being shown around the community. "I found out that everyone at school had seen the film. I was embarrassed and still am today."

She urged teens to think about the dangers it may cost them later in life to appear in a film.

On the Northside I talked with a 17-year-old female photographer who had been undercut by a porno dealer. She sold a group of nude photos of younger kids to the

dealer for a couple of dollars, and he told her she'd see him again. She says she's never seen him since, probably because he still owes her money.

The Youth Division of the Chicago Police Force claim that they have nothing on file about this type of juvenile activity. A psychologist with the Police Department, Ms. Debbie Dubow, told us that she thinks teens who seek out pornography are "looking for something more than life."

Meanwhile the City Council is trying to protect youth by passing laws that force adult book stores at least 1000 feet from school premises.

At the City Council, Alderman Kelly spoke out against pornography. Kelly said, "We the people of Chicago will not tolerate the corruption of pornography in our homes."

It seems that the police and the alderman don't understand the main traffic in pornography among teens. Teens don't need the adult bookstores for equipment. Teens are making underground films in their own homes. Teens are filming nude shots and selling them to other sources.

They are learning the business from the ground up.

Reprinted from the August, 1977 issue of New Expression.



Sex education

by Kathi Isserman

The first time I attended a staff meeting for New Expression the group got into a long discussion on sex education. I was the only suburbanite there, and the city kids were amazed that the suburbs had so much more sex education than city schools did.

Frank started this article without me, but I called him later in the week to suggest that I could investigate the suburban scene. I had a lot of cooperation because all the persons I talked with thought they had a good program.

Frank talked with cooperative people at the Catholic School Board, but they asked him not to do a write-up on their good programs because those schools would probably get pressure from conservative Catholic groups.

The city interviews were all the same—hundreds of different ways to say "awful." We knew we didn't have a scoop, but we felt that we had evidence of the overall state of sex ed in this area.

by Frank Burgos, Kathi Isserman, Christy Minger, Malinda Jones and Darren Davis

According to Illinois law, one semester of health education which includes human growth and development and personal health must be taught in all high schools.

However, this law does not specify what should be taught under human growth and development, and many high schools are not teaching students sexual responsibility or exposing sexual misconceptions.

"Health! All they ever teach is health!" exclaimed Greg Brazil of Thornton Township high school.

"The high school teacher thought it was not necessary to go into detail because we were all male," said Forest Cowley, a junior at Phillips.

"My sex ed course was two days long, a film and a book," answered Kenneth Green, a senior at Harlan.

According to Beth Shanfield, a junior at Niles East, "One teacher that I had was embarrassed to talk about birth control, and I felt uncomfortable. But another teacher I had was more willing to discuss sex."

Because of this embarrassment some students

are not getting much sex education.

Barb Pearson, an instructor in Nursing at Moraine Valley Community College, finds that many girls in the obstetrics ward have babies because they have had little or no sex education.

"They know very little about their bodies and about birth control. They don't believe pregnancy can happen."

Some teachers can't believe Barb Pearson's conclusion. "The majority of students aren't naive about anything. Some don't know about the methods of contraception, but that's all," declared Linda Hoffman, a P.E. teacher at Waukegan West.

At Waukegan West, seniors are required to take six weeks of sex education taught by the P.E. teachers there. The teens learn about the reproductive system, V.D., pregnancy and family relationships. It does not go into sexual roles, something teens are expressing a need for.

"Heterosexuality, homosexuality, sodomy and incest and why these things occur should be taught because many do not know anything about them," insists a senior boy at Niles East.

"Birth control is very important and should be taught in greater depth," maintained another student at Niles East.

"They don't tell us where the free clinics are located. Many students could use that information."

What the teachers are teaching is value clarification. Ben Wheatly, human behavior instructor at New Trier West says, "We talk about emotions and being responsible. The grade schools should teach the reproductive system. I try to teach the students to know where their decisions are coming from and that all decisions affect their relationships with other people. It's tough to communicate what is responsible behavior particularly toward the opposite sex."

The communication problem is a widespread one. A solution that has been ignored is a special program in teen communication by the Citizen Alliance for V.D. Awareness. Harold Mirsky is head of CAVDA.

"We want teachers to use words kids can relate to. If they don't, they'll turn the kids off," Mirsky said.

But there is a problem of censorship in that approach. One teacher who has not had to face the problem is John Wilson of Evanston. "We're sensitive to the community's moral and religious beliefs. We live in a very educated and intelligent community. They are aware of the fact that teenagers are getting pregnant," Wilson says.

"We aren't promoting free and irresponsible sex. We want teenagers to know what

is going on and to be responsible for their behavior which might have long range effects. We also want them to learn how to get along with others."

Most teens are not taught this. So they find out about it from the streets.

"I learned about sex through books, through the streets, through any other way except school or family," says Diana Kopij, a senior at Josephinum. "What I get off the streets is myth or hearsay."

Most teens we interviewed agreed with Diana. They feel that the information that they get off the streets should stay there. One Wells student summarized it best, "I learned sex from the streets. But I got a lot of confusing stuff. For a long time I was one confused guy."

One high school that is dealing with that confusion is Francis W. Parker. Jerry Becwar, the sex education teacher there, uses guest speakers and value clarification with his students.

Becwar said, "To the best of my knowledge not too many schools do value clarification through sex education here in Chicago. But it is done in other parts of the country."

The fact is sex education can be taught successfully.

Some high schools are already doing it.

Reprinted from the April, 1977 issue of New Expression.

Our gangs

by Dedra Pendleton

"Please hold on," the Officer from the 21st District told me. I was very patient, which is something I usually can't be, but I needed this piece of information to finish my story. I needed to know how the police rated the South Side social clubs.

When I suggested this story, I was thinking about a short feature story dealing with the unusual names and special clothing of a few clubs. But once five of us hit the streets asking questions, we discovered that thousands of teens were involved in these clubs. At that point we decided to interview twenty-year-olds who could compare the clubs to the gang bangers they remembered.

All of a sudden we realized we had an important story instead of a cute feature.

by Dedra Pendleton with
Lisa Ely, Felicia Willis,
Brian Miller and
James Dodson

Steve Taylor wears a black t-shirt with three-inch white letters proclaiming him a member of "The Doctors." Next to him on the 95th Street bus Anthony Phillips wears a light blue t-shirt with black letters identifying him with the "Blue Smoke."

At 87th and Vernon, Cheri Rivers is passing out pluggers for the "Lady's Anonymous" dance next week. The club will

use the proceeds from the dance to rent dance halls for more dances.

A member of "Sapphire," Phillip Upchurch, stops to talk with Diane Curry, a member of "Pure Delight," at one of Mendel Catholic Prep's Saturday dances.

All of these teens are involved in a new phenomenon known as Social Clubs. Five years ago the south side was known around the world for its famous gangs. The Blackstone Rangers and the Disciples. Now those gangs seem to be giving way to non-violent clubs interested in having a good time and staying out of trouble.

Hundreds of social clubs on the South Side have sprung into existence in the past three or four years. The teens get together because of a need to belong and to identify themselves.

"Oh, yeah! It's a big change," commented Darrell Black, a 21-year-old veteran of the gangs. "The younger groups are trying to do it by socializing and having a good time, and that's beautiful!"

Sgt. Theodore Pendleton, 21st district, 29th and Prairie, believes that "there have always been gangs and there will always be gangs. The goal orientation is changed. Gangs are less violent than they were five or six years ago. Gangs are turning to social clubs and business (the older teens). The Spanish gangs have become very active as far as crime is concerned such as the Latin Kings. There is a definite change."

Club names have all kinds of origins. "The Doctors" say

that they got the idea for their name from the "Bisease." "The Bisease" was one of the clubs that inspired a lot of social clubs. It had a brother club named "The Cure," so we named ourselves "The Doctors" because we are out to "Cure" the "Bisease," a Doctor explained.

Each social club has a definite set of requirements for membership. "Sapphire" requires that members have talent and live in the neighborhood. "The Doctors," with a membership of eight, requires that members be very talented, mature and level headed (listen to all suggestions).

Dues requirements vary from \$1 to \$5 a month. The "People's Choice," consisting of 20 males and females drops members who have three consecutive absences from meetings. "Sapphire," made up of two girls and six boys, rules out smoking and demands mature manners at meetings.

The dress code for clubs varies. "Ricardo," a male group, wears black pants with a black shirt and white ties and a white jumpsuit. "Ladys Anonymous" wears red t-shirts, with a three-inch blue

lettering, white and blue painter pants, blue army pants, red sweat jackets and red hats.

Social club activities include such things as bake sales, car washes and house parties, where they may charge 50 cents or 75 cents to raise money to sponsor dances at halls. In addition their club dues will go toward renting dance halls.

Most of the present south side social clubs are predominantly black. There are integrated social clubs rising in different communities. "Las Chispas," a female club recently formed, consists of one Italian, four blacks, three Mexicans, four Puerto Ricans, and one Ukrainian. They meet on the north side, Chicago and State, and they attend Cathedral Catholic High School. One of the Chispas, Lisa Ely, believes "It's going to take time for us to get our club together. Already people don't want to accept the fact that we are forming an integrated club. I feel that eventually they will accept us."

Reprinted from the August, 1977 issue of New Expression.



*The representatives reminded me of a car salesman—
all good manners until I asked the hard questions."*

Class rings

by Julie Harrison
and Adorn Lewis

The class ring was once the symbol of high school graduation. Today, as the prices of these school rings mount to an average of \$70, the symbol is becoming less common.

As Eddie Byrd of Lindblom put it, "I can think of better things to do with \$70." Angela Davis, also of Lindblom claims, "There's no significance to the ring any more."

A representative of Josten's ring company estimates that the average costs have risen twenty dollars in the past three years. The fact that more students are passing up the Ring Man's announcements has caused companies like Josten's and Herff Jones to offer bonuses to attract student customers.

Herff Jones' bonuses include matching necklaces and a choice of a birthstone or gem. Both companies assure students that if they are not completely satisfied with their rings, they may be returned to the store.

Jean Rodds of Jones

Commercial took Herff Jones at its word. Her ring had a red stone instead of the green stone she ordered. Herff Jones promised to make the change in three weeks, but she waited three months instead. By that time Jean was completing senior year and had a different feeling about paying \$79. She rejected the ring at that late date and was forced to forfeit her twenty dollar deposit.

Although all rings are supposed to be 10K gold, we decided to get an appraiser's view. A Loop jeweler explained that, "Of course, that's not true. The gold is alloyed with metals that dilute the real value of the gold, and this is done to get more rings out of each 10K of gold. So when they say, 'it's 10K gold,' it's only part gold and part something else."

When we questioned him as to whether \$80 was a reasonable price for a class ring, he described his daughter's school ring. "The ring would have cost \$113 if she had purchased it through the school (this was including some extras). I made a duplicate of the ring for \$60. If you ask the ring manufacturers, they will tell you that the increase in price is due to the ring's custom design."

One girl we interviewed said that she left her boyfriend's

ring in her jeans pocket and that it had accidentally gotten washed. When she recovered the ring, it was no longer silver-gold but had turned greyish-green. She was embarrassed to tell her boyfriend so she soaked the ring in some jewelry cleaning fluid until it looked normal again. Because these rings are really 10K alloy, they will discolor and may require some care and jewelry cleaner.

None of the student customers we interviewed knew how or why their school was dealing with a specific ring company. Although most knew that their schools had been dealing with the same company for years, none knew why the choice of companies was made.

When we asked a representative from Josten's how that firm secures permission to sell inside the school, he related three types of agreements. "In some schools we put on a presentation in front of the school's ring committee, and the committee votes for the company that offers the most for their school. In others the principal will recommend our company to the committee, and then the committee decides. And in some we leave a case of rings at the school, let the school handle

its own presentation to the students, and at a later date we come back and take orders."

None of the employees we questioned at Josten's or Herff Jones knew whether or not schools received a commission from the rings that were sold by their company. We were told that in order to find this type of information, we would have to ask the individual school. So we did, and we found out that these schools didn't know themselves whether or not they received a commission. Or, at least, that's what they told us.

The total school ring accounts in the Chicago area now represent more than a half million dollars in sales. If all the customers were like Joan Bertrand and Victor Almodozar that figure would increase. Victor individualized his ring with the Puerto Rican flag for \$20. Joan ordered a diamond setting for \$20 extra. Both could have added ring insurance for \$15.

On the other hand, if more students agree with Reginald Thomas of South Shore, whose older sister convinced him to wait until college, then the ring may become a high school symbol of the past.

Reprinted from the May, 1977 issue of New Expression.

by Adorn Lewis

time I hear someone in school about their new class ring, I smile to myself. Since my graduation of the class ring, I've learned to check the durability and price before buying jewelry. The old slogan, "Let the buyer beware" held true for the ring. Julie Harrison and I were reminded of car salesmen—all good manners until I asked the hard questions. When I showed the representative at Josten's my press card, she said she wasn't sure of the information she was giving me because she was the person to talk to about my purchase. I didn't find an off-the-street jeweler who would assess a class ring, so I suggested persons who could do it for me. I found one, and I had my first experience in protecting the confidentiality of my sources.

"I've shared the excitement of scooping the dailies."



by Kathi Isserman

Last summer I took over as managing editor of New Expression after working as a reporter and editor since February. Like Frank, I had most of my credits out of the way by senior year. So I am able to spend most of my day learning the newspaper business instead of attending formal high school classes.

I wasn't really prepared to take over this big a job. Deadlines always seem rushed no matter how much time we have.

At times reporters don't show up at deadline time. For example, one reporter's mother always claims he's very ill, although he is never home when I call. Yet others manage to write from a sick bed and send their stories with parents or friends. One reporter had to leave the city suddenly one morning because his grandparents were in an automobile accident. He woke a neighbor at 6 a.m. and asked him to call the editor.

And what happens when the stories don't work

out? That's when a managing editor learns to be creative. I've learned to reconstruct 12 pages into eight. I've faced weary page editors with a last minute plan of change. Those can be "up" moments when I experience the support and dedication of other teens. Those can also be "down" moments when I discover that an editor can't continue to handle the pressure and asks to resign.

This fall we all had to live through the "Great Move" from our small offices on the fourth floor to the new office complex on the entire eighth floor. We painted and hauled two by fours. We worked frantically to hang the last drape before our Open House last November, when we introduced ourselves to the professional journalists of the city.

Now we have the facilities to develop and print our own pictures. We have the space to hold editorial meetings away from the noise of typewriters and telephones. And we're no longer as small and intimate a group as we were last February.

I've shared the excitement of scooping the dailies. I've watched reporters grow up and show more confidence in handling a tough interview. I've seen them crack a story by daring to do undercover work.

I've also worried with the advertising staff about money. We're still not out of the woods. Advertisers are not used to having teenagers approach them representing 40,000 readers.

The ad sales staff still get a lot of "no's," which is discouraging to them and to the editors. Then, some days there are smiles and a can of Hawaiian punch in the advertising department, and we all know that New Expression has a new advertising account.

I don't think we can expect the readers to know the problems and the joys of putting this newspaper together—unless they experience it for themselves. I just hope that New Expression lasts for a long, long time so that teens continue to have the chance to experience and continue to have a newspaper of their own.

We answer your questions

The following questions were gathered by our staff in their own schools. They are questions that you may have about the inner workings of this paper.

Q. *What are the qualifications to be on the staff?*

A. Any person from 13 to 19 can join the staff. The paper needs reporters, reviewers, columnists, editors, layout designers, artists, photographers, business managers, advertising sales persons and typists. You do not need experience or previous training, but you do have to be willing to learn, accept advice and cooperate with staff decisions.

Q. *How do you get on the staff?*

A. You come to the New Expression offices (207 S. Wabash, 8th floor), introduce yourself and talk with the editor about what you would like to do. Or you can call (663-0543) and ask the date of the next staff meeting so that you can sit in on a staff meeting before you decide that you want to commit yourself. The seminars with professional journalists on Wednesdays at 4 p.m. are also a way of meeting the staff without joining right away.

Q. *Do I get credit for being on the staff?*

A. The only high school that has granted credit for staff work is Metro. The adult staff are

certified teachers and are qualified to fill out course evaluations if you can get your school to agree to work/study credit.

Q. *Is the staff paid?*

A. Some students that are eligible for CETA are paid—but they are not paid for reporting or writing. The job slots are for editing, selling ads, circulation and darkroom management.

Q. *What are the qualifications of an editor?*

A. Editors have more responsibilities. They need to coordinate the writers, artists and photographers doing work for their pages to make sure that deadlines are met. They need to learn layout design. They need to make last minute decisions and solve last minute problems. They have a chance to be leaders and to learn more about journalism than the average staff member, but they also have to put more time and interest into the paper.

Q. *Who chooses the stories and how are they chosen?*

A. Each issue begins with a staff meeting. At that time any reporter or feature writer can suggest a story he or she wants to do. If the staff likes it, the reporter or a team of reporters who want to work on that story get moving on it. Later a page editor contacts the reporter with a word count and photography

or art ideas. Sometimes reporters find that the story will demand three or four weeks of research so they ask to move the story back an issue so that they have time to do what is needed.

Sometimes reporters suggest a story directly to a news editor. Other times a story "breaks" and the editors go looking for a reporter. The entertainment editor is always looking for movie reviewers. We try to choose stories which will interest, affect, inform, entertain or help our teen audience.

Q. *Who pays for New Expression?*

A. We would like to pay for our print bill with advertising income. So far the advertising has not covered the cost so we continue to rely on foundations and businesses who give grants to Youth Communication because they believe in the importance of youth media.

Q. *My school doesn't have any journalism courses. Can I get training at New Expression?*

A. Yes. We hold a summer workshop (July 10 to August 25) that offers journalism instruction. We hold seminars on Wednesday afternoon. We also learn by doing stories and working around people who have more experience.

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When teens take a stand . . .

What happens?

In our first year of publication, the **New Expression** editorial staff has taken stands on current issues that affect teens. Deciding what our stand should be hasn't always been easy.

Every month, all the editors of **New Expression** meet to decide on an editorial position. An editors' meeting might be as short as an hour and a half or as long as four hours. The reason it sometimes takes so long is that we want to be sure that our editorial position is the position of all the teen editors of **New Expression**. Sometimes this means long hours of persuading, debating and compromising.

In this First Anniversary issue we have chosen five past editorial issues that we think are the most important. We have summarized what the position of each editorial was and we have included what has happened concerning each issue since each editorial was printed.

When we began **New Expression** last year we knew that there was no **unified** voice for teens in the city. Now, in these first efforts, we're trying to supply one. We would like in our editorials to come as close as possible to representing the opinions of Chicago area teens. What would really help us is feedback from you, our readers. Write us often and tell us where you stand on these and future editorial issues.

CTA student passes

Because urban teens have educational projects that take them all over the city and because most of us have limited budgets for transportation, we urged the CTA to extend our bus pass privileges to any time of the day and evening and to include Saturdays. This would enable teens to travel to museums, libraries, work-study programs, sports practice

and youth clubs.

What's happened: This fall, CTA passes became good until 8 p.m. The previous limit was 6:30 p.m. The passes may also be used for travel "to and from regular day classes (including work/study programs) and on-campus extra-curricular activities Monday through Friday."



Credit for experience

Last summer urban students had to pay for summer school in order to earn credits that they missed. The previous April our editorial urged that students be allowed to earn credits for other educational experiences such as volunteer work and paid employment.

What's happened: Once again, the

Chicago Public Schools told us that learning has to take place with certified teachers and isn't valid if it doesn't.

Of course, they didn't have the money to pay those teachers, so there was no underclassmen summer school programs.



Hot lines

Chicago has many hot lines claiming to help teens with problems ranging from drug abuse and sex to suicide.

But when our writers tested 13 of these hot lines, nine of them proved to be nonexistent. Most of the rest responded to our problems with inconsistent advice or insensitive answers.

We urged the Youth Network Council to form a panel of judges (teens and adults) who would monitor these hot lines and

evaluate them for teens throughout the area. We proposed that the evaluations be published regularly.

What's happened: Scott Gelzer, Director of Advocacy Services for the Youth Network Council, says he is aware of our editorial and feels strongly that teen hot lines and all youth programs should be evaluated regularly. He said he is willing to facilitate meetings between concerned teenagers and representatives of hot lines.



Teen pregnancy

When we learned that the U.S. government had set aside \$36 for every sexually active teen in the country, we began to question the way it would be spent. The U.S. Task Force on Teenage Pregnancies had already advised the government to spend most of the money on the care of teen mothers and their babies.

We suggested that the government use the money to speed up the development of simpler, improved methods of birth control and to help finance better sex education programs in the high schools.

What's happened: The U.S. Task

Force on Teenage Pregnancy is discussing alternatives to unwanted pregnancy, such as birth control and sex education programs. They are also interested in establishing day care centers for the children of teen mothers so that their mothers can stay in school.

The task force seems to have opened up to new solutions to the problem of teen pregnancy. Teens still have time to help influence the task force by calling or writing Aurelius Clayton, U.S. Public Health Services, 300 S. Wacker Drive, 33rd Floor, Chicago, 60606 (call 886-3771).

Circle admissions policy

When Circle Campus students were accused of being "functionally illiterate in arithmetic" and of having "sixth grade reading levels," Circle proposed to tighten admissions regulations in 1979 by requiring a minimum test score.

Our May editorial asked that the Illinois Board of Higher Education allow Circle to use test scores as a basis for admission to Circle but also offer "a five-month remedial program for all applicants whose basic skills are below college standards," so that they would

have help in passing the test.

We stated, "Circle is Chicago's main public university. Most of the students who can not afford to go away to school need Circle. ...Not only that, but a degree from Circle is not treated like a second high school diploma."

What's happened: A Council on Admission, Recruitment and Retention at Circle is just being formed. So far Circle has not changed its admissions policy. Circle has not yet established a minimum test score requirement.

Just hangin'



by Ron Harris

A jock's dreams die hard

Sitting here in the bleachers watching Franklin humiliate himself in a varsity intrasquad game makes me very sad. Maybe it's because Frank has tried out for the basketball team every year and has never made the team.

I've only known Frank for a couple of years. My first impression of him was that he was a hot shot sports star. He was always hanging around with the star sports players. He walked around school wearing sweat suits

Franklin seemed to be built like an athlete, tall and lanky with long arms and large hands. I figured him to be a basketball player or a swimmer or maybe a hard-throwing pitcher on the baseball team.

Once I got to know Franklin, I found that he was none of these things I had imagined. Although he had some success on the track team, he wasn't satisfied with that. "No one cheers for the track team," he told me.

Frank wanted to be a star. And not just a star in one sport. He wanted to be an all-around jock.

He tried out for the football team twice. In his senior year he finally settled for team manager.

He tried out for the baseball team. Then, after trying out at most

positions, the coach asked him to hand in his uniform.

Frank even tried out for the swim team and finished fifth in the all-around scoring in the competition for new team members. But there were only four open spots on the team.

At first, everyone found Franklin's sports antics pretty funny. And I admit that I got off a few pretty good wise cracks on him myself. He usually laughed right along with us. Lately, he would turn away and pretend he didn't hear. Now I seldom hear anyone calling him "Mr. Olympics."

At the beginning of this year Franklin tried out for the bowling and wrestling teams. Probably more out of desperation than any great love for either of those sports. He made the wrestling team, but he was used so sparingly and with such little opportunity for success that he got desperate again.

That's why this basketball tryout was so important. He knew it and

everyone else knew it.

After a month of eliminations, one spot was left. Three people were still in the running for that one spot. The other two were a couple of impressive junior guards who had led last year's fresh-soph team to a perfect 17-0 season. Franklin and the two juniors seemed to be running even all during training. This last day of intrasquad play would decide who got the spot.

Franklin started out the game rather well. But as the game wore on, four years of pressure began to affect him. He made bad passes, lost two tip-offs to shorter men and failed several times to get back on defense. When the game was over, the coach walked over to Franklin to make official what everyone already knew.

Franklin walked alone into the locker room. None of the other players followed.

We were all quiet—even the bleacher bums sitting around me. It's hard to see a dream die.

A case of revolving doors

Tension fills unsafe schools

by Edward Tharrington

Schools were the most unsafe place for teens to be last year. According to a national study, forty per cent of all robberies reported by teens occurred in schools. Today, an average student stands one chance in 200 of being attacked inside his own school.

What the study did not report is the kind of person who is robbing and attacking students and teachers on school premises. Often these crimes are committed by outsiders who know just where, when and how to get inside a school.

Some of these outsiders who get inside have criminal records. Recently two felons walked into the south building of South Shore high school and tried to snatch a teacher's purse. When she screamed, they fled without the purse.

But at Cregier the story was different. Five "hoods" from another school trapped several Cregier students in a restroom. The outsiders lined up the students against a wall and told them to empty their pockets. One victim had \$500 in cash, which he was going to use for a down payment on a car. Apparently he had been seen flashing the money before he entered the school building.

Another breed of outsider is the tough who just hangs around illegally, but who can be dangerous if challenged. At Phillips, two men hanging around for a pre-season basketball game were confronted by the security guard for smoking. They got mad at him and double-teamed him. When they tried to take his pistol, a couple of gym teachers came to the rescue. This time it was no run and hide situation as the two were seized and taken to the 51st St. Station.

Last month at Robeson the ending was more violent. Two outsiders were walking through the halls playing a radio when they were confronted by a teacher. Instead of calling security, the teacher tried to take the radio. They

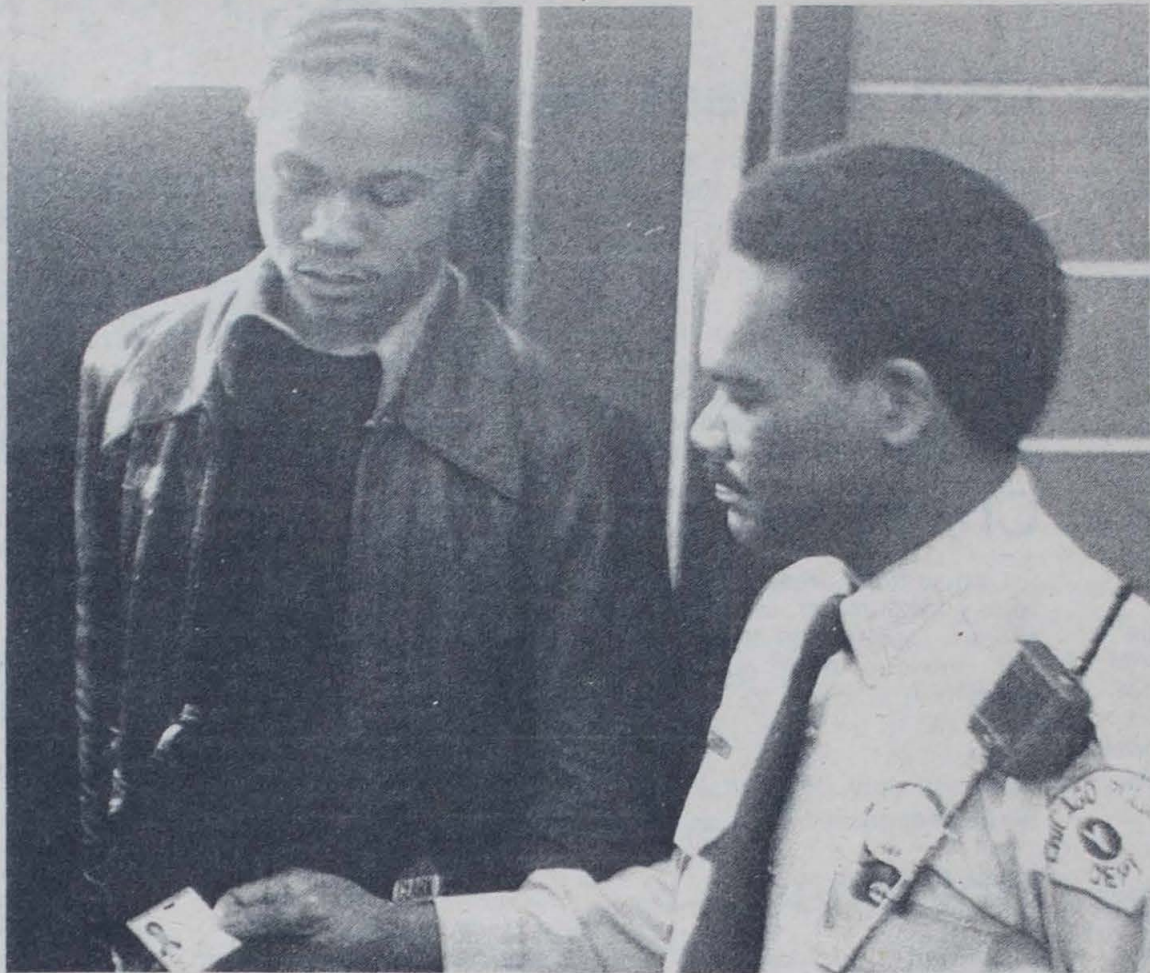


Photo by Greg Anderson

Over a three-day period this reporter was able to walk in the front door of seven schools unchallenged: Hirsch, Crane, Cregier, Harper, Simeon and South Shore.

attacked her and broke one of her knee caps. Later the attackers were arrested, and Robeson tightened security by recruiting student guards who are aiding the normal security staff.

A third group of outsiders are simply strays—kids ditching one school to hang out in another. At Phillips, Debbie, an eighth grader from Douglas, regularly meets Mary from Dunbar. While they're hanging out during the day, they smoke pot. Security

never touches them.

Security systems in most large schools are really pressed. A school like Hirsch, for example, has six exits with fire doors that allow outsiders to come in anytime an insider goes out. But even a walk through the main entrance will break security in some schools. Over a three-day period this reporter was able to walk in the front door of seven schools unchallenged: Hirsch, Crane, Cregier, Harper, Simeon and South

Shore.

There are ten entrances to Phillips. All of them are open during the school day, but only three are supposed to be used by the student body. Actually, students leave by the other seven doors all day long and unconsciously give the "outsiders" a way in.

According to Henry Simpson, a teacher aide who acts as a hall guard at Phillips, "the ideal situation would be to have two security persons at each door." Obviously this is an expensive ideal, so Phillips is trying to develop a volunteer student patrol.

Another teacher aide-hall guard at King wants ID checking enforced. She knows that most students hate to wear an ID clip and offer excuses for being without their card. But she thinks that the atmosphere of safety is more important than the inconvenience of the ID clip.

Last month she narrowly avoided an attack from four trespassers at King who entered the front door without ID. When she threatened to call the assistant principal, they left. Nobody will ever know what these four might have done if they had not been forced to show ID.

Debra Webb lost a purse, a jacket, a sweater and a pair of shoes due to outsider's thefts at Hirsch. She finally decided to leave Hirsch and take a GED test rather than face the risk every day.

Now she's part of the 1977 statistics of one out of nine students being robbed. Other students in this area continue to wonder when they will become one of those statistics.

Teen Notes

by Alicia Johnson

Teacher Rights!

In a recent Chicago Teachers Union survey on student discipline, teachers reported that policies on discipline are being ignored.

Teachers are especially concerned because 1) review procedures for adequate security are ignored 2) students who assault teachers are not assigned to other classrooms and 3) pupil conduct rules are not discussed at faculty meetings.

A vote will be taken in March on recommendations on discipline and security. The survey did not cover teacher attitudes towards student rights in discipline issues.

New Attitudes

Nineteen-year-olds are more liberal today than they were in the sixties, according to a study by the American Council on Education.

They now feel that marijuana should be legalized, that busing should be used to achieve racial balance in public schools and that women should have equality in the job market with men.

The biggest change of attitude is about college. Sixty-two per cent of the freshmen polled said that their reason for going to college was "to be able to make more money."

Less than half of the freshmen had that money goal in 1971.

The new vandal law

"If you vandalize, your parents will be penalized for your actions," so says the Chicago City Council. There is now a new vandalism law that states that parents have to pay for the damage their children have done.

Although parents pay money themselves, the new law sets very stiff penalties for the vandals. If teens are found guilty of vandalizing property, they can be fined and jailed for at least six months. The fines range from \$50 to \$300 dollars for the first offense and \$200 to \$500 for any additional act of vandalism.

Painless dentistry

For those of you who are frightened of having your teeth filled because of the pain, good news is on the way.

A new method of filling teeth without pain has been established. The method involves washing away decay by an acidic process which does not harm the tooth or bone tissue.

This method is expected to reach the United States within the next two years and the dentists expect dental care to be better because of this.

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by Paula Eubanks

It's Friday night, and a green Nova pulls into the parking lot of Evergreen I. II theaters. The doors open and out pile nine teenagers. The driver and two of her friends go into the 8:15 showing of "Close Encounters" (PG). But the other teens, two freshmen and four eighth-graders, want to see "Saturday Night Fever" (R) showing at Evergreen II. They approach the cashier. The first eighth-grader gets her tickets. The next eighth-grader is not so lucky. He's asked for an I.D. Instantly his freshman friend, who occasionally works at the theater, tells the cashier, "It's okay." The cashier lets them buy the tickets, and they

disappear into the theater.

"The case repeats itself every weekend all over Chicago theaters from the "Hyde Park" to the "Water Tower Place" to the "Old Orchard." Teens under 17-years-old try to get into (R) rated movies through the use of fake IDs, usher friends, and "adult appearance." According to many Chicago area teens the (R) rating game is easy to play.

Theater managers are aware that teenagers under 17 are getting into (R) movies.

Mike Ferro, manager of Water Tower Place theaters, says the procedures they take to keep the underaged out are "primarily left up to the opinion of the cashier. If she feels he doesn't

look 17, she'll usually ask for a birth certificate or driver's license. If they're under age, we won't sell them a ticket. But let's say the teen gets past the cashier, then, if our doorman suspects that they're too young, he'll ask if they have a parent or guardian with them. If they don't, we explain the (R) rating situation and refund their money.

Al Lidsey, manager of the Evergreen, says they have their cashiers "go by looks." He feels the rating code "acts as a guideline" for the theater. "We decide what the age will be because a lot of the (R) movies aren't quite (R) material at all. We judge by the contents of the picture and use our own discretion." He says that "teens are constantly trying to get

into (R) movies. It's like an (R) rating draws them."

Is this a case in which teens under 17 are being handed an uninformed rule which could be making a hypocrisy of the whole concept of assigning ratings to movies? Perhaps, it would be a positive step not to be confronted with a "Rating Rule" at all.

Scott Shapiro, a Whitney Young junior, who until recently was an usher at the Lake Shore theater said he "could care less if an underaged person got in." "Sure, I kicked them out," he said. "I was just doing my job, but an (R) rating doesn't mean much because you know they've seen or heard everything before."

And what about these teens who supposedly have "seen or heard everything before"? "You can't tell what's in a movie by the rating. Look at the difference between 'Taxi Driver' and 'Saturday Night Fever,'" said Laura Muntington of Mother of Sorrows. "They were both (R)."

Lynette and Cheryl Beseske, both from Whitney Young, agree that they "don't even pay attention to ratings. If it's a good movie, we usually hear about it from our friends." Lynette adds, "We've never been carded in our life at an (R) movie—and we've been to a lot of theaters." (She rattled off a list of twelve Chicago-area theaters.) If I want to see a certain movie, I'll see it. The rating has no affect on that," she maintained.

Ratings are supposed to act as a guide to the content of a picture. Yet in the opinion of Anna Perez, a junior at Morgan Park, the (R) rating has no consequence over which movie she chooses to see. "I'll just read Siskel's review before I choose to go. I just want to find out if they're worth the \$3.50."

That's Entertainment

by Frankie Jones, Johnny Vaughn, Karen Hardaway and Matt Thompson

Movies

"A Hero Ain't Nothing But a Sandwich" (****)

You have a black family—husband, wife, grandmother and a son. Then the husband leaves. Later on a lover moves in, and the son rebels. As a result, you have a family in conflict trying to cope with the change.

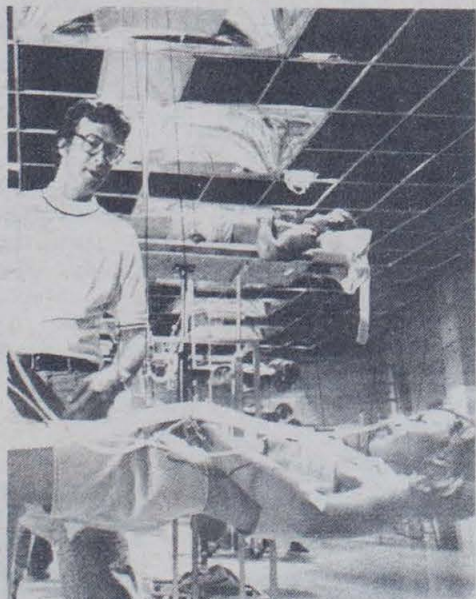
This film explores this conflict. Cicely Tyson is a realistic and understanding black mother. Larry Scott is a believable rebel. He is extremely honest and outspoken throughout the film.

Paul Winfield as Cicely's lover encounters a lot of frustration trying to reach Larry.

Glynn Turman stars as a nationalistic history teacher. His class is full of representations of Africa's culture and Afro-American history. A portrayal such as his is very rarely seen in black movies.

I felt that the drug scene was underplayed. The drug culprit is never apprehended, and as far as the movie showed, no-one tried to prosecute the guy who got Larry hooked.

"Hero" has its light moments too. The bathtub scene and the grandmother shake dancing gives the movie some refreshing humor.



Coma (**½)

One minute you're in for a minor operation. The next you are in a coma.

The film is about a mental hospital that puts its patients into comas. The movie has great sound effects. But after I saw "Coma" I reconsidered donating my body to science.

Records

Steely Dan "AJA"

This is the album that Steely Dan should have made years ago. All of the group's previous, rather middle-of-the-road efforts have finally led to this album. Steely Dan's new, much more jazz-flavored sound may lose them some old followers, but gain them a lot of new ones.

David Bowie, "Heroes"

The first song I ever heard from this album was the title track. I liked it a lot. Then I listened to the rest of the album. I didn't like it. Why not? Because I think David Bowie is in a rut.

His music, which used to be exciting and different and constantly surprising, is now dull over-produced and stilted. Well, I don't think he's around with one style for longer

than two albums before. Let's hope this is no exception.

Rod Stewart "Footloose and Fancy Free"

Rod Stewart has found his niche. He has decided that his mission in life is to write a lot of sad love ballads mixed with an equal number of catchy, unoriginal rock tunes that sell lots and lots of albums to young teenage girls. This is too bad because he has always had a great voice, and it should not be wasted this way.

He still has the voice, but his material is pretty sad. The best song from this new album is a number called, "You Just Keep Me Hangin' On." Stewart didn't write it.

I think I'll just dust off my old copy of "Every Picture Tells A Story," and remember the good old days.

Television

In the eyes of NBC, the film "King" was a loser. Only 28 per cent of TV viewers chose to watch it, while 45 per cent chose to watch "Soap."

What about black teens in Chicago? Did they watch? Did they find it a loser?

I felt the program was a loser because it was put together as a drama. I would have enjoyed it more as a narrated piece of work with actual films of King and his protest.

Judith Garret, a junior at Longwood, said that she didn't watch after the first episode "It wasn't interesting, and it didn't hold my attention," she said. "I've been exposed to so much about civil rights and Martin Luther King Jr.!"

Kim Farmer, a senior at Whitney Young was also negative. "It didn't bring across any aspects that I didn't already know, or that I haven't read about already. The program didn't stress the "real" inner feelings of King's struggle."

On the positive side, Ruthchern Hunter, a senior at Central YMCA,

found the program very interesting.

Deidra Spicer, a junior at Longwood, was surprised at the treatment of the Kennedys. "Now I feel the Kennedys cared less about black civil rights. They were just trying to show how they won the blacks over to vote," she said.

Darryl Mack, a junior at Corliss, liked the production because it was precise and got straight to the point. "They didn't try to change the way Dr. King fought for right for blacks," he said. "The movie itself showed how blacks were not able to do things whites did. And of course, the reason was because they were black."

Derrick White, a senior at Quigley South said he enjoyed the program because Paul Winfield took total control of his character. "I liked the scene between him and Malcolm X," he explained. "They showed the contrast of their methods. They were fighting for the same cause, but they just could not agree on the method. It was weird how they showed the two together, when we knew they were total opposites."

It appears that "King" was a winner or loser depending on each black viewer's own experiences.

WHAT'S HAPPENING

Dances

Lindblom is having a dance, "Snowball Fantasy," at the Howard Johnson Hotel, 600 N. Lake Shore Dr. in the Lakeside Ballroom, Friday, March 10 at 8 p.m. Tickets are \$5 dollars per couple and \$3 for singles. For more information call Lindblom at 436-2501.

Von Steuben is having a dance at the school, 5039 N. Kimball in the gym, Friday, March 10 at 8 p.m. For more information call the school at 588-2371. Corliss is sponsoring a dance, at the school, 821 E. 103rd St. in the surge area, Friday, March 17 at 8 p.m. For more information call 821-2515.

Whitney Young will host a St. Patrick's Day Dance, 211 S. Laflin, on Friday, March 17 from 7 to 11 p.m. Tickets are \$2.

Concerts

Contemporary Concerts presents Charles Wuorinen and Benjamin Hudson at the Francis Parker school auditorium, March 18 at 8:15 p.m.

Original Youth Theatre presents their original musical drama, "High School," at the Urban Progress Center, 1935 S. Halsted, on March 10 at 7 p.m. No charge.

Pete Seeger and Jane Sapp will appear in concert Friday, March 17 at 8 p.m. at the Auditorium Theater. Tickets are \$10, \$7.50, and \$5.

Chicago Chamber Choir is having a musical at St. Paul's Church 655 W. Fullerton, Sunday March 12. Student cost is \$2. For more information call 472-0555.

Theater

The Chicago Premiere presents "Dybbuk's Revenge" at 5340 N. Halsted. For more information call Philip LaZebnik at 248-6489.

Niles East, Lamon and Mulford St., presents "Damn Yankees," March 9, 10 and 11 at 8 p.m. Tickets are \$2.50-\$1.50.

Food

Logan Square Boys Club 3228 W. Palmer, sponsors a pancake breakfast, Sat., Apr. 1 from 9 a.m. to 2:30 p.m. Proceeds go to teen summer programs.



For job conscious teens

A school that works

"This is a job training center, not a school," emphasized Henry Cobb, Davea Centers' head of student services. The Davea Center is an enormous new complex in Addison. It's strictly for the vocational training of west suburban high school students.

It's different.

Davea has the facilities—an airplane and helicopter for aviation students, a greenhouse for horticulture students, a studio, complete with cameras and viewers for media technology students.

Davea's 33 different programs cover such possibilities as dental assistant, construction trades, and travel and tour services. All of them apply the same theory: learn by working on actual and useful projects.

Davea offers the services of its students to the public. Persons interested in hairstyling, after much training and practice (on dummies), may style clients' hair in the school salon. This makes for real job-like conditions. So, in addition to learning the trade, students can get used

to working with customers, employees and bosses. Although students aren't paid directly, the money from customers goes to help keep Davea in operation.

Davea tries to individualize each student's learning. Past experience is taken into account. If students can prove they know enough in their chosen area of work, they can get more advanced training instead of enduring the beginning instruction.

The programs keep in close touch with the job market. For example, when Chicago stopped fixing transmissions and replaced them instead, the Davea auto mechanics course also dropped "fixing transmissions" from their regular program.

Davea has received representatives of the Chicago Public Schools to see the place. The staff suggested turning a school like Lane Technical into just such a vocational training center. Then anyone interested could train there for two or three half-days a week, like Davea's program. So far, the answer is "no go."

A pre-schooler shows affection for her teen teacher (top right). A trainee in cosmetology styles a customer's hair (top left). A welder works intensely on his project (above). An aircraft mechanic hopes to get his trade off the ground (bottom left). Auto mechanics are looking for the problem in a customer's car (bottom right). A cooking student prepares a meal for the center dining room (right).

Photos and story by Tim Nelson

